



Rhode Island Department of Elementary and Secondary Education Spring 2020 Priority Content – Early Childhood and Elementary Grades

As both Governor Raimondo and Commissioner Infante-Green have made clear, Rhode Island educators, students, and families have risen to the challenges of distance learning with enviable fortitude. When schools were ordered closed on March 13, educators were asked to forfeit their spring break to prepare for what the public though would be a brief period of distance learning. Resources were few and far between to support educators in preparing for this swift departure from the norm. Nonetheless, LEAs created distance learning plans and educators took steps to reimagine and deliver instruction.

Initial guidance from RIDE included a focus on maintaining previously taught concepts and skills as well as applying those concepts and skills to new situations and thoughtful instruction on new content. When delivering new material, care should be given to do so in small ‘chunks’ with the recognition that learning remotely may require greater effort and individual/collaborative work time on the part of the student and their family.

The landscape has changed now that RI students and educators will not be returning to the classroom for the 2019-2020 school year. Therefore, additional guidance is necessary to prepare students to successfully engage with new content as they advance to the next grade during the 2020-2021 school year. It is imperative to prioritize the instruction of prerequisite content for this year. Fortunately, much of this content may have already been taught and mastered before the state’s shift to distance learning. To support educators in their planning to address this essential prerequisite content, RIDE has identified priority content and standards for ELA, mathematics, science, and social studies.

RIDE has also created an optional [planning tool](#) to assist content leaders and educators in identifying which prerequisite content and standards have already been taught, the extent to which they were taught, and which content and standards they need to focus on between now and until the end of the school year. We hope districts will find the tool useful in mapping out instruction, and since the tool is optional, there is no need to submit it to RIDE.

The prioritization of this content and standards is **only** for the distance learning period through June 2020 associated with COVID-19. It is the minimum content educators should incorporate into their instruction during the closing days of the 2019-2020 school year to put students on the path to success for next year.

RI EARLY LEARNING AND DEVELOPMENT STANDARDS

Social/Emotional

SE 1: Relationships with Others

SE 1.a: Children develop trust in and engage positively with adults who are familiar and consistently present in children's lives.

SE 1.b: Children engage in positive relationships and interactions with other children.

SE 2: Sense of Self

SE 2.a: Children develop an awareness of themselves as an individual with unique thoughts, feelings, and perspectives.

SE 2.b: Children develop the confidence to complete an action successfully or independently.

SE 3: Self-regulation

SE 3.a: Children develop the ability to express and regulate their own emotions.

SE 3.b: Children develop the ability to control impulses.

Language

LD 1: Receptive Language

LD 1.a: Young children attend to, understand, and respond to increasingly complex language.

LD 2: Expressive Language

LD 2.a: Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.

Literacy

L 1: Phonological Awareness

L 1.a: Children notice and discriminate the sounds of spoken language.

L 2: Alphabet Knowledge

L 2.a: Children recognize and identify letters and make letter-sound connections.

L 3: Print Knowledge

L 3.a: Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.

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Physical Health and Motor Development

PH 3: Fine Motor Development

PH 3.b: Children develop writing and drawing skills.

Cognitive

CD 1: Logic and Reasoning

CD 1.a Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.

CD 3: Attention and Inhibitory Control

CD 3.a Children's skills increase in filtering impulses and sustaining attention on a task.

CD 4: Cognitive Flexibility

CD 4.a Children's skills increase at adjusting to changes in demands, priorities, and perspectives.

Mathematics

M 1: Number Sense and Quantity

M 1.a Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.

M 2: Number Relationships and Operations

M 2.a Children learn to use numbers to compare quantities and solve problems.

M 3: Classification and Patterning

M 3.a Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.

Science

S 1: Scientific Inquiry and Application

S 1.a Children learn to plan for and carry out investigations and collect, evaluate, and communicate information

Social Studies

SS 1: Self, Family, and Community

SS 1.a: Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities, and differences in people.

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KINDERGARTEN

English Language Arts Standards

Reading Standards: Literature

- RL.1** With prompting and support, ask and answer questions about key details in a text.
- RL.2** With prompting and support, retell familiar stories, including key details.
- RL.3** With prompting and support, identify characters, settings, and major events in a story.

Reading Standards: Informational Text

- RI.1** With prompting and support, ask and answer questions about key details in a text.
- RI.2** With prompting and support, identify the main topic and retell key details of a text.
- RI.8** With prompting and support, identify the reasons an author gives to support points in a text.

Reading Standards: Foundational Skills

- RF.1** Demonstrate understanding of the organization and basic features of print.
 - a. Follow words from left to right, top to bottom, and page by page.
 - b. Recognize that spoken words are represented in written language by specific sequence of letters.
 - c. Understand that words are separated by spaces in print.
 - d. Recognize and name all upper- and lowercase letters of the alphabet.
- RF.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Recognize and produce rhyming words.
 - b. Count, pronounce, blend, and segment syllables in spoken words.
 - c. Blend and segment onsets and rimes of single-syllable spoken words.
 - d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVC's ending with /l/, /r/, or /x/.
- RF.3** Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
 - b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
 - c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
 - d. Distinguish between similarly spelled words by identifying the letters that differ.

*Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

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Writing Standards

- W.1** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite books is...*).
- W.2** Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts in which they name what they are writing about and supply some information about the topic.

Language Standards

- L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Print many upper- and lowercase letters.
 - b. Use frequently occurring nouns and verbs.
 - c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
 - d. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
 - e. Produce and expand complete sentences in shared language activities.
- L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize the first word in a sentence and the pronoun *I*.
 - b. Recognize and name end punctuation.
 - c. Write a letter or letters for most consonant and short-vowel sounds (phonemes)
 - d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- L.6** Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts.

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Mathematics Standards

Counting and Cardinality

K.CC

Know number names and the count sequence.

1. Count to 100 by ones and by tens.
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).

Count to tell the number of objects.

4. Understand the relationship between numbers and quantities; connect counting to cardinality.
 - a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
 - b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
 - c. Understand that each successive number name refers to a quantity that is one larger.
5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

Compare numbers.

6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to 10 objects.)
7. Compare two numbers between 1 and 10 presented as written numerals.

Operations and Algebraic Thinking

K.OA

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from

1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. [Drawings need not show details but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)]
2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).

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4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
5. Fluently add and subtract within 5.

Number and Operations in Base Ten

K.NBT

Work with numbers 11–19 to gain foundations for place value.

1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Measurement and Data

K.MD

Describe and compare measurable attributes.

1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

Geometry

K.G

Analyze, compare, create, and compose shapes.

5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

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Science Performance Expectations

Life and the Environment

K-LS1-1 [Plant and Animal Needs](#) Use observations to describe patterns of what plants and animals (including humans) need to survive.

K-ESS2-2 [Environmental Change](#) Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

K-ESS3-1 [Environmental Relationships](#) Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.

K-ESS3-3 [Environmental Solutions](#) Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

Pushes and Pulls

K-PS2-1 [Pushes, Pulls, and Motion](#) Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

K-PS2-2 [Motion Design Solution](#) Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

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Social Studies

This grade level includes all performance indicators for the grade span (K-2) in order to reflect the flexibility of when proficiencies are met (and GSEs are taught) within that grade span according to local curricular decisions. For more information about the inclusion of the *Social Studies Graduation Proficiencies and Performance Indicators for Rhode Island*, please [download this short document](#).

Grade Span	Proficiency #1: History	Proficiency #2: Geography	Proficiency #3: Civics & Government	Proficiency #4: Economics
In grades K-2, students will...	Infer how a series of events affected people in home, classroom, or school. (HP1)	Identify the purpose and features of maps and organize information about people and places in a spatial context (e.g., the school is <i>next</i> to the store). (G1)	Identify and evaluate rules and consequences in different settings (e.g., home, bus, classroom, etc.). (C&G 1-1)	Assess how the availability of resources and incentives impact choices people make. (E1)
	Define and illustrate a sequence of events from personal, school, or community life. (HP2)	Compare the natural (e.g., rivers, mountains) and human-made (e.g., bridges, buildings) features of different places and regions. (G2)	Demonstrate the responsibilities of citizenship within a community (sharing ideas, waiting turns, working with a group). (C&G 3-1, 3-2)	Describe how people exchange goods and services (e.g., barter, money) and how that influences the choices people make (e.g., prices, technology). (E2)
	Infer how events and people shape family and school life. (HP3)	Explain why and how people change the space around them, and how changes in the environment impact people's behavior. (G4)	Use various methods to assess opinions (e.g., voting, conducting a survey, writing letters). (C&G 4-2)	Identify how the classroom community members exchange and consume resources. (E3)
	Describe how events or innovations affect how people interact. (HP4)	Describe reasons people have or have not moved and how features of a place influence what activities do or do not take place here. (G3)	Identify different ways we interact with others around the world (e.g., food, clothing, transportation, news, tourism). (C&G 5-1)	Explain the purposes of money and how it can be used. (E3)
	Identify cultural differences and similarities between individuals, groups, or communities. (HP5)			
	Describe how people with different perspectives view events in different ways. (HP5)			

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FIRST GRADE

English Language Arts Standards

Reading Standards: Literature

- RL.1** Ask and answer questions about key details in a text.
- RL.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.3** Describe characters, settings, and major events in a story, using key details.
- RL.10** With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Reading Standards: Informational Text

- RI.1** Ask and answer questions about key details in a text.
- RI.2** Identify the main topic and retell key details of a text.
- RI.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.8** With prompting and support, identify the reasons an author gives to support points in a text.
- RI.10** With prompting and support, read informational texts appropriately complex for grade 1.

Reading Standards: Foundational Skills

- RF.1** Demonstrate understanding of the organization and basic features of print.
 - a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- RF.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Distinguish long from short vowel sounds in spoken single-syllable words.
 - b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends
 - c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.3** Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Know the spelling-sound correspondences for common consonant digraphs.
 - b. Decode regularly spelled one-syllable words.
 - c. Know final -e and common vowel team conventions for representing long vowel sounds.
 - d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 - e. Decode two-syllable words following basic patterns by breaking the word into syllables.
 - f. Read words with inflectional endings.

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- g. Recognize and read grade-appropriate irregularly spelled words.

Writing Standards

- W.1** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- W.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Language Standards

- L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Print all upper- and lowercase letters.
 - b. Use common, proper, and possessive nouns.
 - c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
 - d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).
 - e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).
 - f. Use frequently occurring adjectives.
 - g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
 - h. Use determiners (e.g., articles, demonstratives).
 - i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
 - j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize dates and names of people.
 - b. Use end punctuation for sentences.
 - c. Use commas in dates and to separate single words in a series.
 - d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

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Mathematics Standards

Operations and Algebraic Thinking

1.OA

Represent and solve problems involving addition and subtraction.

1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (See Glossary, Table 1.)
2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Understand and apply properties of operations and the relationship between addition and subtraction.

3. Apply properties of operations as strategies to add and subtract. *Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)* (Students need not know the terms for these properties.)
4. Understand subtraction as an unknown-addend problem. *For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.*

Add and subtract within 20.

5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use mental strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

Work with addition and subtraction equations.

7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.*

Number and Operations in Base Ten

1.NBT

Extend the counting sequence.

1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

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Understand place value.

2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
 - a. 10 can be thought of as a bundle of ten ones—called a “ten.”
 - b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
 - c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

Use place value understanding and properties of operations to add and subtract.

4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

Measurement and Data**1.MD****Measure lengths indirectly and by iterating length units.**

1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.
2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*

Geometry**1.G****Reason with shapes and their attributes.**

1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes that possess defining attributes.

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Science Performance Expectations

Life: Structures and Functions

1-LS1-1 Biomimicry Design Solution Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

1-LS3-1 Plant and Animal Structures - Parents and Offspring Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

The Earth in Space

1-ESS1-2 Seasonal Sunlight Make observations at different times of year to relate the amount of daylight to the time of year.

Light and Sound

1-PS4-1 Sound and Vibrating Materials Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.

1-PS4-3 Light and Materials Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light.

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Social Studies

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	Define and illustrate a sequence of events from personal, school, or community life. (HP2)	Compare the natural (e.g., rivers, mountains) and human-made (e.g., bridges, buildings) features of different places and regions. (G2)	Demonstrate the responsibilities of citizenship within a community (sharing ideas, waiting turns, working with a group). (C&G 3-1, 3-2)	Describe how people exchange goods and services (e.g., barter, money) and how that influences the choices people make (e.g., prices, technology). (E2)
	Infer how events and people shape family and school life. (HP3)	Explain why and how people change the space around them, and how changes in the environment impact people's behavior. (G4)	Use various methods to assess opinions (e.g., voting, conducting a survey, writing letters). (C&G 4-2)	Identify how the classroom community members exchange and consume resources. (E3)
	Describe how events or innovations affect how people interact. (HP4)	Describe reasons people have or have not moved and how features of a place influence what activities do or do not take place here. (G3)	Identify different ways we interact with others around the world (e.g., food, clothing, transportation, news, tourism). (C&G 5-1)	Explain the purposes of money and how it can be used. (E3)
	Identify cultural differences and similarities between individuals, groups, or communities. (HP5)			
	Describe how people with different perspectives view events in different ways. (HP5)			

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SECOND GRADE

English Language Arts Standards

Reading Standards: Literature

- RL.1** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- RL.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- RL.3** Describe how characters in a story respond to major events and challenges
- RL.10** By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards: Informational Text

- RI.1** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- RI.2** Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- RI.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RI.8** Describe how reasons support specific points the author makes in a text.
- RI.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grade 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards: Foundational Skills

- RF.3** Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - b. Know spelling-sound correspondences for additional common vowel teams.
 - c. Decode regularly spelled two-syllable words with long vowels.
 - d. Decode words with common prefixes and suffixes.
 - e. Identify words with inconsistent but common spelling-sound correspondences.
 - f. Recognize and read grade-appropriate irregularly spelled words.
 - g. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- RF.4** Read with sufficient accuracy and fluency to support comprehension.
 - a. Read grade-level text with purpose and understanding.
 - b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Writing Standards

- W.1** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide concluding statements or section.
- W.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Language Standards

- L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Use collective nouns (e.g., *group*)
 - b. Form and use frequently occurring irregular plural nouns (e.g., *feet*, *children*, *teeth*, *mice*, *fish*).
 - c. Use reflexive pronouns (e.g., *myself*, *ourselves*).
 - d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat*, *hid*, *told*).
 - e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
 - f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie*; *The little boy watched the movie*; *The action movie was watched by the little boy*).
- L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize holidays, product names, and geographic names.
 - b. Use commas in greetings and closing of letters.
 - c. Use an apostrophe to form contractions and frequently occurring possessives.
 - d. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).
 - e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- L.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

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Mathematics Standards

Operations and Algebraic Thinking

2.OA

Represent and solve problems involving addition and subtraction.

1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (See Glossary, Table 1.)

Add and subtract within 20.

2. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. (See standard 1.OA.6 for a list of mental strategies.)

Work with equal groups of objects to gain foundations for multiplication.

4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Number and Operations in Base Ten

2.NBT

Understand place value.

1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
 - a. 100 can be thought of as a bundle of ten tens—called a “hundred.”
 - b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
2. Count within 1000; skip-count by 5s, 10s, and 100s.
3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

Use place value understanding and properties of operations to add and subtract.

5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
9. Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)

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Measurement and Data**2.MD****Measure and estimate lengths in standard units.**

1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

Relate addition and subtraction to length.

5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

Geometry**2.G****Reason with shapes and their attributes.**

1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (Sizes are compared directly or visually, not compared by measuring.)

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Science Performance Expectations

Biodiversity and Ecosystems

2-LS4-1 [Habitats and Biodiversity](#) Make observations of plants and animals to compare the diversity of life in different habitats.

A Changing Earth

2-ESS1-1 [Earth Events - Slow and Quick](#) Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

2-ESS2-3 [Water on Earth](#) Obtain information to identify where water is found on Earth and that it can be solid or liquid.

Matter and Materials

2-PS1-4 [Reversible and Irreversible Changes](#) Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.

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Social Studies

This grade level includes all performance indicators for the grade span (K-2) in order to reflect the flexibility of when proficiencies are met (and GSEs are taught) within that grade span according to local curricular decisions. For more information about the inclusion of the *Social Studies Graduation Proficiencies and Performance Indicators for Rhode Island*, please [download this short document](#).

Grade Span	Proficiency #1: History	Proficiency #2: Geography	Proficiency #3: Civics & Government	Proficiency #4: Economics
In grades K-2, students will...	Infer how a series of events affected people in home, classroom, or school. (HP1)	Identify the purpose and features of maps and organize information about people and places in a spatial context (e.g., the school is <i>next</i> to the store). (G1)	Identify and evaluate rules and consequences in different settings (e.g., home, bus, classroom, etc.). (C&G 1-1)	Assess how the availability of resources and incentives impact choices people make. (E1)
	Define and illustrate a sequence of events from personal, school, or community life. (HP2)	Compare the natural (e.g., rivers, mountains) and human-made (e.g., bridges, buildings) features of different places and regions. (G2)	Demonstrate the responsibilities of citizenship within a community (sharing ideas, waiting turns, working with a group). (C&G 3-1, 3-2)	Describe how people exchange goods and services (e.g., barter, money) and how that influences the choices people make (e.g., prices, technology). (E2)
	Infer how events and people shape family and school life. (HP3)	Explain why and how people change the space around them, and how changes in the environment impact people's behavior. (G4)	Use various methods to assess opinions (e.g., voting, conducting a survey, writing letters). (C&G 4-2)	Identify how the classroom community members exchange and consume resources. (E3)
	Describe how events or innovations affect how people interact. (HP4)	Describe reasons people have or have not moved and how features of a place influence what activities do or do not take place here. (G3)	Identify different ways we interact with others around the world (e.g., food, clothing, transportation, news, tourism). (C&G 5-1)	Explain the purposes of money and how it can be used. (E3)
	Identify cultural differences and similarities between individuals, groups, or communities. (HP5)			
	Describe how people with different perspectives view events in different ways. (HP5)			

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THIRD GRADE

English Language Arts Standards

Reading Standards: Literature

- RL.1** Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answer.
- RL.2** Recount stories, including fables, folktales, and myths from diverse cultures, and determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- RL.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- RL.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- RL.10** By the end of the year, read and comprehend literature, including stories, drama, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Reading Standards: Informational Text

- RI.1** Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- RI.8** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- RI.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grade 2-3 text complexity band independently and proficiently.

Reading Standards: Foundational Skills

- RF.3** Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Identify and know the meaning of most common prefixes and derivational suffixes.
 - b. Decode words with common Latin suffixes.
 - c. Decode multisyllabic words.
 - d. Read grade-appropriate irregularly spelled words.
- RF.4** Read with sufficient accuracy and fluency to support comprehension.
 - a. Read grade-level text with purpose and understanding.
 - b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Writing Standards

- W.1** Write opinion pieces on topics or texts, supporting a point of view with reasons.
 - a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that list reasons.
 - b. Provide reasons that support the opinion.
 - c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
 - d. Provide a concluding statement or section.
- W.2** Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
 - a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
 - b. Develop the topic with facts, definitions, and details.
 - c. Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.
 - d. Provide a concluding statement or section.
- W.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose (Grade-specific expectations for writing types are defined in Standards 1-3).

Language Standards

- L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
 - b. Form and use regular and irregular plural nouns.
 - c. Use abstract nouns (e.g., *childhood*).
 - d. Form and use regular and irregular verbs.
 - e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
 - f. Ensure subject-verb and pronoun agreement-antecedent agreement.
 - g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
 - h. Use coordinating and subordinating conjunctions.
 - i. Produce simple, compound, and complex sentences.

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- L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Capitalize appropriate words in titles.
 - b. Use commas in addresses
 - c. Use commas and quotation marks in dialogue.
 - d. Form and use possessives.
 - e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
 - f. Use spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts) in writing words.
 - g. Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.
- L.6** Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

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Mathematics Standards

Operations and Algebraic Thinking

3.OA

Represent and solve problems involving multiplication and division.

1. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5×7 .*
2. Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.*
3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (See glossary, Table 2.)
4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \div 3$, $6 \times 6 = ?$.*

Understand properties of multiplication and the relationship between multiplication and division.

5. Apply properties of operations as strategies to multiply and divide. *Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)* (Students need not use formal terms for these properties.)
6. Understand division as an unknown-factor problem. *For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.*

Multiply and divide within 100.

7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

Number and Operations in Base Ten

3.NBT

Use place value understanding and properties of operations to perform multi-digit arithmetic. (A range of algorithms may be used.)

2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.

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Number and Operations – Fractions**3.NF**

(Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.)

Develop understanding of fractions as numbers.

1. Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.
2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.
 - a. Represent a fraction $\frac{1}{b}$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $\frac{1}{b}$ and that the endpoint of the part based at 0 locates the number $\frac{1}{b}$ on the number line.
 - b. Represent a fraction $\frac{a}{b}$ on a number line diagram by marking off a lengths $\frac{1}{b}$ from 0. Recognize that the resulting interval has size $\frac{a}{b}$ and that its endpoint locates the number $\frac{a}{b}$ on the number line.
3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
 - a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
 - b. Recognize and generate simple equivalent fractions, e.g., $\frac{1}{2} = \frac{2}{4}$, $\frac{4}{6} = \frac{2}{3}$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.
 - c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form $3 = \frac{3}{1}$; recognize that $\frac{6}{1} = 6$; locate $\frac{4}{4}$ and 1 at the same point of a number line diagram.*
 - d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

Measurement and Data**3.MD****Geometric measurement: understand concepts of area and relate area to multiplication and to addition.**

5. Recognize area as an attribute of plane figures and understand concepts of area measurement.
 - a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.
 - b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.
7. Relate area to the operations of multiplication and addition.
 - a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.

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- b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
- c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.
- d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

Geometry**3.G****Reason with shapes and their attributes.**

- 1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

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Science Performance Expectations

Ecosystem Change

3-LS4-3 [Habitats and Organism Survival](#) Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

3-LS4-4 [Environmental Change Solution](#) Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

Life Cycles and Traits

3-LS1-1 [Plant and Animal Life Cycles](#) Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

3-LS3-1 [Inheritance and Variation of Traits](#) Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.

3-LS4-2 [Variation, Survival, and Reproduction](#) Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

Weather and Climate

3-ESS2-2 [World Climates](#) Obtain and combine information to describe climates in different regions of the world.

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Social Studies

This grade level includes all performance indicators for the grade span (3-5) in order to reflect the flexibility of when proficiencies are met (and GSEs are taught) within that grade span according to local curricular decisions. For more information about the inclusion of the *Social Studies Graduation Proficiencies and Performance Indicators for Rhode Island*, please [download this short document](#).

Grade Span	Proficiency #1: History	Proficiency #2: Geography	Proficiency #3: Civics & Government	Proficiency #4: Economics
In grades 3-5, students will...	Infer and analyze how an historical or current sequence of events or problems affect and shape people's lives. (HP1)	Identify major regions of the Earth, their physical features, and political boundaries using a variety of geographic tools. (G1)	Identify and describe the function of the three branches of government and the values represented by enduring documents of the United States. (C&G 2-1, 2-2)	Differentiate between human, natural, and capital resources, and concepts of surplus, subsistence, and scarcity. (E1)
	Summarize the origins of an issue, problem, or event and how it was created over time. (HP2)	Assess how human and physical characteristics influence settlement and population to make a place unique. (G2)	Describe the rights and responsibilities of citizenship, including conflicts between individual rights and the common good. (C&G 3-1, 3-2)	Assess how supply, demand, incentives, and innovations impact consumer and producer decision making. (E2)
	Compare and contrast how human issues and cultural influences across time periods connect to personal histories and historical events. (HP3)	Describe how human actions have changed the physical environment and analyze the impact of human reactions to environmental changes. (G4)	Develop and communicate an opinion on a local, state, or national issue to an audience outside the classroom. (C&G 4-2)	Identify how governments provide goods and services in a market economy by taxing and borrowing. (E3)
	Assess factors, causes, and reasons that lead to different types of interactions, including the influence of technologies and innovations on individuals, societies, and environments. (HP4)	Compare and contrast reasons why people migrate and how features of a place influence human decision making. (G3)	Explain how people are socially, technologically, geographically, economically, or culturally connected and how current events around the world affect our lives. (C&G 5-1)	
	Analyze how human needs, wants, and perspectives influence development and change in societies and cultures. (HP5)	Identify and explain how diversity contributes to conflict, cooperation, growth, or decline; regional cultures ignite cooperation and conflict. (G2)		

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FOURTH GRADE

English Language Arts Standards

Reading Standards: Literature

- RL.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- RL.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- RL.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- RL.10** By the end of the year, read and comprehend literature, including stories, drama, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards: Informational Text

- RI.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- RI.8** Explain how an author uses reasons and evidence to support particular points in a text.
- RI.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grade 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards: Foundational Skills

- RF.3** Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- RF.4** Read with sufficient accuracy and fluency to support comprehension.
 - a. Read grade-level text with purpose and understanding.
 - b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Writing Standards

- W.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- a. Introduce the topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 - b. Provide reasons that are supported by facts and details.
 - c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
 - d. Provide a concluding statement or section related to the opinion presented.
- W.2** Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
- a. Introduce a topic and group related information in paragraphs and sections; include formatting (e.g., headings) illustrations, and multimedia when useful to aiding comprehension.
 - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Provide a concluding statement or section related to the information or explanation presented.
- W.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in Standards 1-3).

Language Standards

- L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
 - b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
 - c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
 - d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
 - e. Form and use prepositional phrases.
 - f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
 - g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).

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- L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Use correct capitalization.
 - b. Use commas and quotation marks to mark direct speech and quotations from a text.
 - c. Use a comma before a coordinating conjunction in a compound sentence.
 - d. Spell grade-appropriate words correctly, consulting references as needed.
- L.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

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Mathematics Standards

Operations and Algebraic Thinking

4.OA

Use the four operations with whole numbers to solve problems.

2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. (See Glossary, Table 2.)
3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Number and Operations in Base Ten

4.NBT

(Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.)

Generalize place value understanding for multi-digit whole numbers.

2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

Use place value understanding and properties of operations to perform multi-digit arithmetic.

4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.
5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Number and Operations – Fractions

4.NF

(Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)

Extend understanding of fraction equivalence and ordering.

1. Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

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Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

3. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.
 - a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
 - b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples:* $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 \frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.
 - c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
 - d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

Understand decimal notation for fractions, and compare decimal fractions.

5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. *For example, express $3/10$ as $30/100$, and add $3/10 + 4/100 = 34/100$.* (Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.)
6. Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.*
7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.

Measurement and Data

4.MD

Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.*

Geometry

4.G

Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

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Science Performance Expectations

Life: Structures and Senses

4-LS1-1 [Internal and External Structures](#) Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

4-PS4-2 [Light and Vision](#) Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.

Earth: Features and Processes

4-ESS2-1 [Weathering and Erosion](#) Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.

Energy

4-PS3-1 [Motion Energy](#) Use evidence to construct an explanation relating the speed of an object to the energy of that object.

4-PS3-2 [Energy Transfer](#) Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.

Waves and Information

4-PS4-1 [Wave Model](#) Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.

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Social Studies

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Grade Span	Proficiency #1: History	Proficiency #2: Geography	Proficiency #3: Civics & Government	Proficiency #4: Economics
In grades 3-5, students will...	Infer and analyze how an historical or current sequence of events or problems affect and shape people's lives. (HP1)	Identify major regions of the Earth, their physical features, and political boundaries using a variety of geographic tools. (G1)	Identify and describe the function of the three branches of government and the values represented by enduring documents of the United States. (C&G 2-1, 2-2)	Differentiate between human, natural, and capital resources, and concepts of surplus, subsistence, and scarcity. (E1)
	Summarize the origins of an issue, problem, or event and how it was created over time. (HP2)	Assess how human and physical characteristics influence settlement and population to make a place unique. (G2)	Describe the rights and responsibilities of citizenship, including conflicts between individual rights and the common good. (C&G 3-1, 3-2)	Assess how supply, demand, incentives, and innovations impact consumer and producer decision making. (E2)
	Compare and contrast how human issues and cultural influences across time periods connect to personal histories and historical events. (HP3)	Describe how human actions have changed the physical environment and analyze the impact of human reactions to environmental changes. (G4)	Develop and communicate an opinion on a local, state, or national issue to an audience outside the classroom. (C&G 4-2)	Identify how governments provide goods and services in a market economy by taxing and borrowing. (E3)
	Assess factors, causes, and reasons that lead to different types of interactions, including the influence of technologies and innovations on individuals, societies, and environments. (HP4)	Compare and contrast reasons why people migrate and how features of a place influence human decision making. (G3)	Explain how people are socially, technologically, geographically, economically, or culturally connected and how current events around the world affect our lives. (C&G 5-1)	
	Analyze how human needs, wants, and perspectives influence development and change in societies and cultures. (HP5)	Identify and explain how diversity contributes to conflict, cooperation, growth, or decline; regional cultures ignite cooperation and conflict. (G2)		

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FIFTH GRADE

English Language Arts Standards

Reading Standards: Literature

- RL.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- RL.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- RL.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- RL.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

Reading Standards: Informational Text

- RI.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI.3** Explain the relationship or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- RI.8** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- RI.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grade 4-5 text complexity band independently and proficiently.

Reading Standards: Foundational Skills

- RF.3** Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- RF.4** Read with sufficient accuracy and fluency to support comprehension.
 - a. Read grade-level text with purpose and understanding.
 - b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

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- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards

- W.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - a. Introduce the topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
 - b. Provide logically ordered reasons that are supported by facts and details.
 - c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
 - d. Provide a concluding statement or section related to the opinion presented.
- W.2** Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
 - a. Introduce a topic clearly, provide a general observation and focus, and group related informational logically; include formatting (e.g., *headings*) illustrations, and multimedia when useful to aiding comprehension.
 - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Provide a concluding statement or section related to the information or explanation presented.
- W.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1-3.)

Language Standards

- L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
 - b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
 - c. Use verb tenses to convey various times, sequences, states, and conditions.
 - d. Recognize and correct inappropriate shifts in verb tense.
 - e. Use correlative conjunctions (e.g., *either/or*, *neither/nor*).

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- L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Use punctuation to separate items in a series.
 - b. Use a comma to separate an introductory element from the rest of the sentences.
 - c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
 - d. Use underlining, quotation marks, or italics to indicate titles of works.
 - e. Spell grade-appropriate words correctly, consulting references as needed.
- L.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*)

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Mathematics Standards

Number and Operations in Base Ten

5.NBT

Understand the place value system.

1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $1/10$ of what it represents in the place to its left.
3. Read, write, and compare decimals to thousandths.
 - a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.
 - b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

Perform operations with multi-digit whole numbers and with decimals to hundredths.

5. Fluently multiply multi-digit whole numbers using the standard algorithm.
6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Number and Operations – Fractions

5.NF

Use equivalent fractions as a strategy to add and subtract fractions.

1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)*
2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.*

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

3. Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*

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4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
 - a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)*
 - b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
5. Interpret multiplication as scaling (resizing), by:
 - c. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
 - d. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.
6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

Measurement and Data

5.MD

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
 - a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.
 - b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.
5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.
 - a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
 - b. Apply the formulas $V = \ell \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.

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Geometry**5.G**

Classify two-dimensional figures into categories based on their properties.

3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*
4. Classify two-dimensional figures in a hierarchy based on properties.

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Science Performance Expectations

Matter and Energy in Life

5-LS1-1 [Plant Requirements - Air and Water](#) Support an argument that plants get the materials they need for growth chiefly from air and water.

5-LS2-1 [Environmental Matter Cycling](#) Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Earth: Systems and Interactions

5-ESS2-1 [Earth Sphere Interactions](#) Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

5-ESS2-2 [Water Availability and Distribution](#) Describe and graph the amounts and percentages of water and freshwater in various reservoirs to provide evidence about the distribution of water on Earth.

Earth, Space, and Stars

5-ESS1-2 [Daily and Seasonal Sky Changes](#) Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

5-PS2-1 [Earth's Gravitational Force](#) Support an argument that the gravitational force exerted by Earth on objects is directed down.

Matter: Structure and Properties

5-PS1-1 [Particle Model of Matter](#) Develop a model to describe that matter is made of particles too small to be seen.

5-PS1-2 [Conservation of Matter](#) Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling or mixing substances, the total weight of matter is conserved.

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